Section Four: Ohio Standards for Professional Development

1 High quality professional development (HQPD) is a purposeful, structured and continuous process that occurs over time.

- The goals and vision for professional development are clear, focused and aligned with school and district priorities and state and national goals.
- Professional development is continuous and includes planning, implementation, reflection, evaluation and revision.
- Professional development supports and advances the leadership capacity of all educators.
- Educators in small learning teams engage in sustained and ongoing professional development experiences.
- The structure and culture of the educational community supports professional development as a necessary condition for improvement.
- Resources are allocated for planning, implementing and supporting professional development.

2 High quality professional development (HQPD) is informed by multiple sources of data.

- School, district, state and national data related to student achievement are analyzed to determine the focus and content for professional development.
- Educators analyze their practice and examine multiple sources of data to determine the focus and content of their professional development plan.
- Educators study the research that support claims made by advocates of a particular approach to instructional improvement or whole school reform.
- Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development.

3 High quality professional development (HQPD) is collaborative.

- Professional development provides ongoing opportunities for educators to work together.
- Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development.
- Professional development incorporates communication technologies to broaden the scope of collaboration.

4 High quality professional development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.

- Professional learning opportunities are based on identified needs.
- Professional development includes a variety of learning experiences.
- Professional development reflects a logical sequence of experiences.

5 High quality professional development (HQPD) is evaluated by its short- and long-term impact on professional practice and achievement of all students.

- Professional development is evaluated by assessing levels of participant satisfaction and learning of content.
- Professional development is evaluated by evidence of new skills applied to practice.
- Professional development is evaluated by the extent to which organizations change to improve.
- Professional development is evaluated on its impact on achievement of all students.
- The professional development process is evaluated.

6 High quality professional development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.

- Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.
- Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.
- Professional development enhances understanding of instructional strategies appropriate to specific content, and addresses the needs of diverse learners.
- Professional development ensures that all educators understand and use various types of assessments to measure student learning.
- Professional development provides educators with tools to engage students, families and communities in improving student achievement.

Introduction

Effective professional development meets the needs of educators by responding to the needs of students. It also must align with personal, building, district, state and national goals. All stakeholders have a responsibility to ensure that Ohio's educators continue to develop the skills and knowledge needed to enable students to perform at the highest levels of achievement. Ongoing professional growth is essential for ensuring that educators have the knowledge and skills they need to meet the increasing demands of their profession.

Ohio's standards for professional development delineate the essential characteristics of quality professional development. These are not minimal expectations. Schools that successfully implement all of these standards should expect to see higher quality teaching and increased student achievement.

Ohio's Standards for Professional Development are written for multiple audiences. The standards can be used by each of these audiences.

The key to implementing effective professional development is to view it as an ongoing process that is embedded in the daily work of all educators. Effective professional development must be approached systematically and involve all educators in the planning, implementing, reflecting and maintaining phases. To be successful, this system must involve and be supported by all educators.

Ohio Standards for Professional Development

Standard 1

High Quality Professional Development (HQPD) is a purposeful, structured and continuous process that occurs over time.

Narrative Summary

Professional development is a continuous process that includes multiple steps: planning, implementation, reflection, evaluation and revision. The result of this process is a series of activities or programs that has been systematically planned and designed to form an integrated whole. The participants in professional development are part of small learning teams that are involved in each step in this process. In order for professional development to contribute to real change and to continuous improvement efforts, participants must be provided with time to fully engage in the professional development process, to apply new ideas and to reflect on changes in their practice.

In an effective system of professional development, leaders improve educators' capabilities and create the structures and conditions that support educators' use of new skills and knowledge. Professional development leaders clearly identify and communicate the goals of professional development. They establish structures (such as daily schedules and yearly calendars) that support professional development. They embed professional development into the jobs of educators; High Quality Professional Development (HQPD) occurs as part of the work day and is about the day-to-day work that educators do. Resources (people, time, materials and funds) are made available and allocated to ensure that educators can implement their new skills and knowledge.

Elements

1.1 The goals and vision for professional development are clear, focused and aligned with school and district priorities and state and national goals.
1.2 Professional development is continuous and includes planning, implementation, reflection, evaluation and revision.
1.3 Professional development supports and advances the leadership capacity of all educators.
1.4 Educators in small learning teams engage in sustained and ongoing professional development experiences.
1.5 The structure and culture of the educational community supports professional development as a necessary condition for improvement.
1.6 Resources are allocated for planning, implementing and supporting professional development.

Standard 1 Elements	*Indicators*
1.1 The goals and vision for professional development are clear, focused and aligned with school and district priorities and state and national goals.	In a High Quality Professional Development (HQPD) system: a. Goals are clearly articulated and understood by all participants. b. HQPD plans and programs align with school and district improvement goals and state and national goals. c. HQPD plans and programs have a clear focus that supports the goals of improved teaching and learning.
1.2 Professional development is continuous and includes planning, implementation, reflection, evaluation and revision.	In a High Quality Professional Development (HQPD) system: a. A comprehensive professional development plan is created, which identifies both short- and long-term professional development outcomes and methods of evaluation. b. A series of connected and coherent events are implemented. c. Participants reflect on their learning. d. Multiple measures are used to evaluate the professional development. e. Professional development plans and programs are revised, based on evaluation and student impact data.
1.3 Professional development supports and advances the leadership capacity of all educators.	In a High Quality Professional Development (HQPD) system: a. HQPD builds the knowledge and skills of teachers, administrators, board members and other stakeholders to guide continuous instructional improvement. b. The organizational structure allows all educators to utilize their leadership knowledge and skills.

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Standard 1 Elements	*Indicators*
1.4 Educators in small learning teams engage in sustained and ongoing professional development experiences.	In a High Quality Professional Development (HQPD) system: a. HQPD is a continual process rather than a single, isolated event. b. Staff members discuss ways to improve teaching and learning. c. Small learning teams focus on increasing student learning. d. Professional development is linked to daily practice.
1.5 The structure and culture of the educational community supports professional development as a necessary condition for improvement.	In a High Quality Professional Development (HQPD) system: a. Educators have opportunities to work in small learning teams. b. The daily schedule and school calendar are adjusted to allow for professional learning experiences in and out of the workday. c. Schools work closely with professional development agencies and higher education institutions to meet professional learning needs.
1.6 Resources are allocated for planning, implementing and supporting professional development.	In a High Quality Professional Development (HQPD) system: a. Internal and external expertise is utilized for professional development. b. Educators have time for both professional development experiences and implementation of new learning. c. Print, electronic and other material resources are available to support professional learning and implementation. d. Funds are allocated within the budget to support professional development that is aligned to school and district goals.

Standard 2

High Quality Professional Development (HQPD) is informed by multiple sources of data.

Narrative Summary

Increasing student achievement is the ultimate goal of professional development. To this end, professional development is based on an analysis of classroom, school, district and statewide student data that reveals current student performance. This analysis is then considered against the goals and the expectations for student learning in the classroom, school, district and state. Effective professional development helps educators close any gaps that exist between students' actual performance and the desired levels of student performance.

To ensure that educators perceive the value and relevance of professional development, educators must be involved in analyzing data, research and best practices to determine the focus of professional learning. The likelihood of professional development being successful, and of educators employing what they have learned, is increased when educators are involved in the process of ensuring that professional development is data-based.

Elements

2.1 School, district, state and national data related to student achievement are analyzed to determine the focus and content for professional development.

2.2 Educators analyze their practice and examine multiple sources of data and research to determine the focus and content of their professional development plan.

2.3 Educators study the research that support claims made by advocates of a particular approach to instructional improvement or whole school reform.

2.4 Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development.

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Standard 2 Elements	*Indicators*
2.1 School, district, state and national data related to student achievement are analyzed to determine the focus and content of professional development.	In a High Quality Professional Development (HQPD) system: a. Planners and participants collect, disaggregate, analyze and utilize appropriate data related to the achievement of all students. b. All available sources of data and best practice research are examined as an integral part of the process leading to decisions about professional development. c. School and district professional development plans are based on student achievement data.
2.2 Educators analyze their practice and examine multiple sources of data and research to determine the focus and content for professional development.	In a High Quality Professional Development (HQPD) system: a. Educators analyze their professional knowledge, strengths and weaknesses in order to develop targeted goals for professional growth. b. Individual professional development goals are aligned with school and district improvement plans.
2.3 Educators study the research that supports claims made by advocates of a particular approach to instructional improvements or whole school reform.	In a High Quality Professional Development (HQPD) system: a. Stakeholders use educational research to select both the content and the process for professional development. b. Educators engage in action research or conduct pilot studies to determine the effectiveness of new approaches.
2.4 Data from evaluation of previous professional development are analyzed to determine the focus and content for future professional development.	In a High Quality Professional Development (HQPD) system: a. Professional development evaluation data is collected. b. Short- and long-term professional development evaluation data are examined. c. Revisions to the delivery and content of professional development are made based on evaluation data.

Standard 3

High Quality Professional Development (HQPD) is collaborative.

Narrative Summary

Collaboration ensures that professional development extends beyond impacting individuals. Collaboration ensures that professional development will impact whole groups and result in schoolwide change and improvement. Educators within and across buildings must have access to one another to work in small learning teams to collaboratively identify both challenges to effective teaching and learning as well as solutions to continually improve teaching and learning.

Learning teams may engage in many varied activities, such as curriculum development, action research or study groups. What each of these activities shares is that colleagues are working together, focused on improving teaching, impacting student learning and increasing student achievement. This is an essential condition of High Quality Professional Development.

Elements

3.1 Professional development provides ongoing opportunities for educators to work together.
3.2 Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development.
3.3 Professional development incorporates communication technologies to broaden the scope of collaboration.

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Standard 3 Elements	*Indicators*
3.1 Professional development provides ongoing opportunities for educators to work together.	In a High Quality Professional Development (HQPD) system: a. Educators have the knowledge and skills needed to collaborate in teams successfully. b. Collaboration is supported by creating opportunities for flexible scheduling of participants. c. Participants are provided opportunities to meet regularly in collaborative teams to focus on improving practice and student achievement.
3.2 Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development.	In a High Quality Professional Development (HQPD) system: a. Educators are part of teams that plan, implement and sustain the goals of professional development. b. Teams of diverse stakeholders (i.e., educators in all roles), organized by grade level, subject area, interdisciplinary groups or other areas of need, are assembled. c. Collaborative teams evaluate professional development and its contribution to student learning.
3.3 Professional development incorporates communication technologies to broaden the scope of collaboration.	In a High Quality Professional Development (HQPD) system: a. Current technologies are used, when appropriate, to facilitate collaboration and enhance opportunities for professional learning.

Standard 4

High Quality Professional Development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.

Narrative Summary

While the process for designing and implementing professional development must be collaborative, specific learning experiences within professional development should be based on both individual needs and the needs of the group. Specific learning experiences should vary to fit the needs, knowledge, skills and goals of the educator participants. The sequence of learning experiences should be systematically planned to meet the needs of educators to reflect upon and implement new skills and knowledge.

Elements

4.1 Professional learning opportunities are based on identified needs.
4.2 Professional development includes a variety of learning experiences.
4.3 Professional development reflects a logical sequence of experiences.

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Standard 4 Elements	*Indicators*
4.1 Professional learning opportunities are based on identified needs.	In a High Quality Professional Development (HQPD) system: a. Professional development learning experiences are matched with individual goals, needs, current knowledge and skills. b. Professional development experiences are planned with consideration for group needs, current knowledge and skills. c. Variety in the design, delivery, intensity and duration of professional development is employed according to identified needs.
4.2 Professional development includes a variety of learning experiences.	In a High Quality Professional Development (HQPD) system: a. Experiences and methods of delivery are varied to reflect the learning needs of adults. b. Technology is used to deliver professional development, when appropriate. c. Learning experiences reflect best practice professional development models.
4.3 Professional development reflects a logical sequence of experiences.	In a High Quality Professional Development (HQPD) system: a. The sequence of professional development opportunities is based on a comprehensive professional development plan. b. A structured sequence of professional development opportunities gives educators time to strengthen, refine or replace previous knowledge and skills.

Standard 5

High Quality Professional Development (HQPD) is evaluated by its short- and long-term impact on professional practice and achievement of all students.

Narrative Summary

The primary goal of professional development is to increase student learning. Although it is difficult to measure a cause and effect relationship, the impact of professional development must be evaluated on multiple levels, beginning with participants' immediate satisfaction and learning and continuing with the evaluation of educators' application of new knowledge, organizational change and student achievement. Effective evaluation of professional development is a systematic, purposeful process of collecting and analyzing multiple sources of data to make informed decisions. Evaluation data informs continuous improvement by identifying the effects of professional development in terms of intended outcomes and enabling planners to focus and improve the quality of professional development.

Elements

5.1 Professional development is evaluated by assessing levels of participant satisfaction and learning of content.
5.2 Professional development is evaluated by evidence of new skills applied to practice.
5.3 Professional development is evaluated by the extent to which organizations change to improve.
5.4 Professional development is evaluated on its impact on achievement of all students.
5.5 The professional development process is evaluated.

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Standard 5 Elements	*Indicators*
5.1 Professional development is evaluated by assessing levels of participation and learning of content.	In a High Quality Professional Development (HQPD) system: a. Evaluation is designed prior to the professional development activities. b. Tools (such as participant surveys, questionnaires, evaluation forms or personal learning logs) are used to assess attendance at, satisfaction with and learning outcomes from each professional development experience.
5.2 Professional development is evaluated by evidence of new skills applied to practice.	In a High Quality Professional Development (HQPD) system: a. A combination of measures (e.g., teacher surveys, interviews and observation) is used over time to identify changes in classroom practices.
5.3 Professional development is evaluated by the extent to which organizations change to improve.	In a High Quality Professional Development (HQPD) system: a. The impact of professional development on school culture and change within the organization is assessed.
5.4 Professional development is evaluated on its impact on achievement of all students.	In a High Quality Professional Development (HQPD) system: a. Baseline information on student achievement is gathered and used. b. Formative data on student achievement are used to monitor and revise district professional development. c. Summative evaluation of the long-term professional development program is developed and used to identify the impact on teacher practices and student achievement. d. Various measures of student performance, achievement, behaviors and attitudes (e.g., standardized assessments, classroom assessments, portfolios, school records, interviews or observations) are used to assess the impact of professional development.
5.5 The professional development process is evaluated.	In a High Quality Professional Development (HQPD) system: a. Data are continuously collected to ensure effective implementation of professional development.

Standard 6

High Quality Professional Development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.

Narrative Summary

The content of professional development should focus on what teachers are expected to teach and students are expected to learn. Professional development should provide teachers with specific strategies that research and experience have proven to be effective in increasing student learning and achievement. Content knowledge alone may not result in improvements in teaching. Rather, a professional development focus on content – connected to what students should know and how students can best learn that content – will likely result in more effective teaching and learning. Effective teachers have a deep understanding of the disciplines they teach as well as knowledge and use of appropriate skills of pedagogy. Professional development is the means by which educators acquire, refine or enhance the knowledge and skills needed to create high levels of learning for all students. Professional development informs educators about research and ensures that they have the knowledge, skills and dispositions to access and use research in their practice. When educators understand the theories that support certain instructional strategies or decisions, they can more easily adapt the strategy to their own classrooms. Effective professional development ensures that educators have strategies for engaging students and families to share the responsibility of student learning.

Elements

6.1 Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.

6.2 Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.

6.3 Professional development enhances understanding of instructional strategies appropriate to specific content and addresses the needs of diverse learners.

6.4 Professional development ensures that all educators understand and use various types of assessments to measure student learning.

6.5 Professional development provides educators with tools to engage students, families and communities in improving student achievement.

Ohio Standards for Professional Development

Standard 6 Elements	*Indicators*
6.1 Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.	In a High Quality Professional Development (HQPD) system: a. An environment is fostered for educators to understand state and national standards and district and school priorities for learning. b. Educators share strategies for using standards to improve student learning.
6.2 Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.	In a High Quality Professional Development (HQPD) system: a. Educators learn strategies for studying and evaluating relevant current research. b. Educators learn strategies to integrate the research into practice.
6.3 Professional development enhances the understanding of instructional strategies appropriate to specific content and addresses the needs of diverse learners.	In a High Quality Professional Development (HQPD) system: a. HQPD ensures that educators understand their subject-matter content. b. Specific strategies for content-specific teaching and learning are shared. c. Educators learn specific strategies for identifying and meeting the needs of diverse learners, including gifted students, students with disabilities and at-risk students.
6.4 Professional development ensures that all educators understand and use various types of assessments to measure student learning.	In a High Quality Professional Development (HQPD) system: a. Educators learn the structure and purpose of a variety of assessment tools (e.g., formative, summative, authentic). b. Educators practice creating, implementing and evaluating assessment tools. c. Educators learn to analyze various types of assessment results to determine levels of student learning.
6.5 Professional development provides educators with tools to engage students, families and communities in improving student achievement.	In a High Quality Professional Development (HQPD) system: a. Students and families are included in the learning process in a meaningful way. b. Educators understand and appreciate all students. c. Connections between home and school are strengthened when educators learn and use methods to communicate effectively with families and other members of the community. d. Educators understand how child- and family-related mental health issues impact student achievement.